Catalog Course Description: Examination of the theoretical principles of organizational behavior, leadership and institutional culture applied to a functional examination of administrative roles in higher education.

Texts:


And, 19 assigned journal articles as noted in the syllabus.

Class Meetings: Tuesdays, 5:30 pm – 8:20 pm
Location: Auditorium Building #212

Office hours: Tuesdays, 3:00 pm – 5:00 pm
       Wednesdays, 2:00 pm – 4:00 pm
       And by appointment

Course Objectives:

A. To analyze and critique contemporary theories interpreting organizational behavior in higher education.

B. To understand and explain the major cultural models of higher educational institutions and their implications for leadership.

C. To analyze the role of leaders and institutional context in accomplishing organizational change.

D. To develop writing, discussion, and presentation skills as appropriate to graduate
study and professional practice.

Course Procedures:

The course will be conducted in a mixed lecture and seminar format. I may also use multimedia, guest speakers, and in-class exercises to facilitate discussion. Students will be expected to have completed the readings for each class session in order to participate actively in class discussion and activities.

Grading and Evaluation:

Your grade for this course will be based on your performance on the assignments listed below. Also, although assignment grades will be given in terms of points (e.g. 45 out of 50), please remember we are using a 100 point scale for the course. So, at the end of the course, 90 to 100 points will be an A; 80 to 89 points will be a B, 70 to 79 points will be a C. Please consult the 2017-18 Toulouse Graduate School Catalog for the kind of work associated with each letter grade (e.g., A = excellent, B = good, C = fair, etc.) for assignments and for the final course grade. Here are the point allocations for the assignments:

20 points – Two Presentations of the Readings (10 points each)

20 points – Issues Memo

40 points – The Baldwin Review, Critique and Presentation

20 points – Class participation

100 points – TOTAL

Learning Activities:

1. Two Presentations of the Readings (20 points total – 10 points each): Each student must make two presentations based on our readings. The first will be from one of the assigned articles. The second will be from the Birnbaum or Bolman and Deal books. Each presentation must be supported by a three-page paper (double spaced, not including title page or references) provided to the class (in Blackboard) the day before the class meets. Each of these papers must be organized in the following manner:

A. Purpose of the writing

B. The strategy used by the author(s) to accomplish the purpose

C. A summary of the reading
D. The conclusions reached by the author(s)

E. Your critical assessment of the text.

I will make the assignments for these presentations in Blackboard on January 23 but you may e-mail me now with your preferences for dates and readings.

2. Issues Memo (20 points): Each student must complete an Issues Memo in which you assume the role of a College or University Vice President and brief your President on your analysis and synthesis of three assigned journal articles (only assigned journal articles may be used for this assignment). The Issues Memo must be double-spaced, at least 7 pages in length (excluding title page and references), and must be organized in the following manner:

A. The nature of the problem or issue at your institution (1/2 page)

B. Summary of each article – the summaries must be presented in sequence (4 pages)

C. Your analysis of the significance of the articles to your institution (2 pages)

D. Your recommendations to the President (1/2 page)

The Issues Memo must be submitted to me by March 4, 2018 as a Word doc attachment e-mailed to Cliff.Harbour@unt.edu

3. The Baldwin Review, Critique and Presentation (40 points): Each student must complete and present a 15 page review and critique of the Baldwin book that applies insights gained from our study of principles of organizational behavior, leadership and institutional culture to the functions of community colleges seeking to make the comprehensive reforms, identified collectively in the literature, as “completion” and “student success”. The review and critique will be presented to the class during the last two weeks of the semester. The purpose of this exercise is to analyze and synthesize a variety of academic texts to understand the importance and relevancy of research and scholarship regarding organizational behavior, leadership, and institutional culture with respect to one the largest and most comprehensive contemporary reform movements in American higher education. The format for this assignment will be discussed in class and posted online in our Blackboard shell on January 30. The 15 page paper will be due on either May 1 or May 8 depending on your presentation date.

4. Class Participation (20 points). Each student must participate in our weekly discussion. You must participate every week in this discussion - with this important exception - everyone gets one free unexcused absence. However, you cannot use this unexcused absence for the week you are presenting. Two or more unexcused absences will result in assigning a grade of 0 points for participation. If a student is absent for more than one class, he or she must schedule a meeting (in person or telephone
conference) with me. For further information on the UNT Attendance Policy and guidelines for excused absences, student should consult the policy at: http://www.unt.edu/policy (see 6.039).

Also, in order to earn your participation points, your participation must be substantive. You do not need to make extensive comments to earn the participation points. And, the goal for participation is not perfection - its participation. Think. Discuss. Be engaged. But, quality and not quantity will be touchstone used in assessing participation. I will not provide an assessment of your participation until the end of the course so you have the responsibility of ensuring that your participation is thoughtful every week. The purpose of this activity is to promote growth in your understanding of higher education budgeting and finance through engagement with course materials and colleagues.

TURNITIN NOTICE: Students may be required to submit written assignments for this class to Turnitin, a web-based plagiarism detection service. Before submitting your paper to Turnitin, please remove your title page and other personal information. (Instructions regarding using Turnitin will be covered in class)

Academic Integrity & Academic Misconduct:

Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Any suspected case of Academic Dishonesty will be handled in accordance with University policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations. The policy and procedures are available at: http://vpaa.unt.edu/academic-integrity.htm

Eagle Connect:

All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit https://eagleconnect.unt.edu. This is the main electronic contact for all course-related information and/or material.

Student Perceptions of Teaching (SPOT):

Completion of an online students’ perceptions of teaching survey is a requirement for all organized classes at UNT. This short survey will be made available to you close to the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work continually to improve my
teaching. I consider your completion of this online survey to be an important part of your participation in this class.

**Student Behavior in the Classroom:**

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [http://www.unt.edu/csrr/](http://www.unt.edu/csrr/)

**Observation of Religious Holy Days:**

If you plan to observe a religious holy day that coincides with a class day, please notify me as soon as possible.

**Students with Disabilities:**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at [http://www.unt.edu/oda](http://www.unt.edu/oda). You may also contact them by phone at 940-565-4323.

**Updates and Revisions:**

When necessary to accomplish the objectives of the course and the goals of the Higher Education Program, changes to this syllabus may be necessary. Written advance notice will be provided if this is necessary.
Readings and Tentative Course Schedule:

January 16

Welcome, Introductions, and Review of the Syllabus

Readings and other Media:


January 23

Background and Context

Readings and other Media:


Birnbaum, Chapters 1 & 2 Introduction

CPH Lecture on the Completion Agenda and the Baldwin book.

January 30

Background and Context

Readings and other Media:


Birnbaum, Chapter 3 Thinking in Systems and Circles

Format posted for the Baldwin Review, Critique, and Presentation
February 6

Private Liberal Arts Colleges

Readings and other Media:

Birnbaum, Chapter 4 Heritage College


February 13

Community Colleges

Readings and other Media:

Birnbaum, Chapter 5 People’s Community College


February 20

Regional State Universities

Readings and other Media:

Birnbaum, Chapter 6 Regional State University


February 27

Research Universities

Readings and other Media:


Birnbaum, Chapter 7: The Anarchical Institution

Bolman & Deal: Chapter 1: Introduction and Chapter 2: Simple Ideas, Complex Organizations

**March 6**

**The Context for Professional Employment in American Higher Education**

Readings and other Media:


Birnbaum, Chapters 8 The Cybernetic Institution and Chapter 9 Effective Administration and Leadership

Bolman & Deal: Chapter 3: Getting Organized and Chapter 4: Structure and Restructuring

**March 13**

UNT Spring Break – No Class

**March 20**

**Neoliberal Higher Education**

Readings and other Media:


Bolman & Deal: Chapter 5: Organizing Groups and Teams and Chapter 6: People and Organizations

**March 27 (Online Class)**

Readings and other Media:

Bolman & Deal: Chapter 7: Improving Human Resource Management and Chapter 8: Interpersonal and Group Dynamics

I will be managing the 2018 Texas Higher Education Law Conference on March 26 and 27. We will meet online this week and I will make a discussion assignment.

**April 3**

**Biesta, Bourdieu, and Giddens**

Readings and other Media:


Bolman & Deal: Chapter 9: Power, Conflict, and Coalition and Chapter 10: The Manager as Politician

**April 10**

**Biesta, Bourdieu, and Giddens**

Readings and other Media:


Bolman & Deal: Chapter 11: Organizations as Political Arenas and Political Agents and Chapter 12: Organizational Symbols and Culture

April 17

No Class – AERA Annual Meeting

April 24

Reflections and Beyond: Vision, Agency, and Change

Readings and other Media:


Bolman & Deal: Chapter 13: Culture in Action and Chapter 14: Organization as Theatre

May 1

The Baldwin Review, Critique and Presentations

May 8

The Baldwin Review, Critique and Presentations